**Physical Education**

**KS.1 Programmes of Study**

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| **Curriculum 2000** | **New Curriculum** | **Notes** |
| Knowledge, skills and understanding  Teaching should ensure that when **evaluating and improving performance**,  connections are made between **developing, selecting and applying skills,**  **tactics and compositional ideas**, and **fitness and health**. | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. |  |
| **Acquiring and developing skills**  **1 Pupils should be taught to:**  **a explore basic skills, actions and ideas with increasing understanding**  **b remember and repeat simple skills and actions with increasing control**  **and coordination.** |  |  |
| **Selecting and applying skills, tactics and compositional ideas**  2 Pupils should be taught to:  a explore how to choose and apply skills and actions in sequence and  in combination  b vary the way they perform skills by using simple tactics and movement phrases  c apply rules and conventions for different activities. |  |  |
| **Evaluating and improving performance**  3 Pupils should be taught to:  a describe what they have done  b observe, describe and copy what others have done  c use what they have learnt to improve the quality and control of their work. |  |  |
| **Knowledge and understanding of fitness and health**  4 Pupils should be taught:  a how important it is to be active  b to recognise and describe how their bodies feel during different activities. |  |  |
| Breadth of study  5 During the key stage, pupils should be taught the **Knowledge, skills and**  **understanding** through dance activities, games activities and gymnastic activities. |  |  |
| **Dance activities**  6 Pupils should be taught to:  a use movement imaginatively, responding to stimuli, including music, and  performing basic skills [for example, travelling, being still, making a shape,  jumping, turning and gesturing]  b change the rhythm, speed, level and direction of their movements  c create and perform dances using simple movement patterns, including  those from different times and cultures  d express and communicate ideas and feelings. | * perform dances using simple movement patterns. |  |
| **Games activities**  7 Pupils should be taught to:  a travel with, send and receive a ball and other equipment in different ways  b develop these skills for simple net, striking/fielding and invasion-type games  c play simple, competitive net, striking/fielding and invasion-type games that  they and others have made, using simple tactics for attacking and defending. | * participate in team games, developing simple tactics for attacking and defending |  |
| **Gymnastic activities**  8 Pupils should be taught to:  a perform basic skills in travelling, being still, finding space and using it safely,  both on the floor and using apparatus  b develop the range of their skills and actions [for example, balancing, taking  off and landing, turning and rolling]  c choose and link skills and actions in short movement phrases  d create and perform short, linked sequences that show a clear beginning,  middle and end and have contrasts in direction, level and speed. | * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |  |
| *The following are non-statutory guidelines.*  **Swimming activities and water safety**  9 Pupils should be taught to:  a move in water [for example, jump, walk, hop and spin, using swimming  aids and support]  b float and move with and without swimming aids  c feel the buoyancy and support of water and swimming aids  d propel themselves in water using different swimming aids, arm and leg  actions and basic strokes. |  |  |

**KS.2 Programmes of Study**

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| **Curriculum 2000** | **New Curriculum** | **Notes** |
| Knowledge, skills and understanding  Teaching should ensure that when **evaluating and improving performance,**  connections are made between **developing, selecting and applying skills,**  **tactics and compositional ideas**, and **fitness and health**. | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. |  |
| **Acquiring and developing skills**  1 Pupils should be taught to:  a consolidate their existing skills and gain new ones  b perform actions and skills with more consistent control and quality. |  |  |
| **Selecting and applying skills, tactics and compositional ideas**  2 Pupils should be taught to:  a plan, use and adapt strategies, tactics and compositional ideas for individual,  pair, small-group and small-team activities  b develop and use their knowledge of the principles behind the strategies,  tactics and ideas to improve their effectiveness  c apply rules and conventions for different activities. |  |  |
| **Evaluating and improving performance**  3 Pupils should be taught to:  a identify what makes a performance effective  b suggest improvements based on this information. | * compare their performances with previous ones and demonstrate improvement to achieve their personal best. |  |
| **Knowledge and understanding of fitness and health**  4 Pupils should be taught:  a how exercise affects the body in the short term  b to warm up and prepare appropriately for different activities  c why physical activity is good for their health and well-being  d why wearing appropriate clothing and being hygienic is good for their  health and safety. |  |  |
| Breadth of study  5 During the key stage, pupils should be taught the **Knowledge, skills and**  **understanding** through five areas of activity:  a dance activities  b games activities  c gymnastic activities  *and two activity areas from*:  d swimming activities and water safety  e athletic activities  f outdoor and adventurous activities.  Swimming activities and water safety must be chosen as one of these areas of  activity unless pupils have completed the full key stage 2 teaching requirements  in relation to swimming activities and water safety during key stage 1 |  |  |
| **Dance activities**  6 Pupils should be taught to:  a create and perform dances using a range of movement patterns, including  those from different times, places and cultures  b respond to a range of stimuli and accompaniment. | * perform dances using a range of movement patterns |  |
| **Games activities**  7 Pupils should be taught to:  a play and make up small-sided and modified competitive net,  striking/fielding and invasion games  b use skills and tactics and apply basic principles suitable for attacking  and defending  c work with others to organise and keep the games going. | * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending |  |
| **Gymnastic activities**  8 Pupils should be taught to:  a create and perform fluent sequences on the floor and using apparatus  b include variations in level, speed and direction in their sequences. | * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |  |
| **Swimming activities and water safety**  9 Pupils should be taught to:  a pace themselves in floating and swimming challenges related to speed,  distance and personal survival  b swim unaided for a sustained period of time over a distance of at least 25m  c use recognised arm and leg actions, lying on their front and back  d use a range of recognised strokes and personal survival skills [for example,  front crawl, back crawl, breaststroke, sculling, floating and surface diving]. | **Swimming and water safety**  All schools must provide swimming instruction either in key stage 1 or key stage 2.  In particular, pupils should be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. |  |
| **Athletic activities**  10 Pupils should be taught to:  a take part in and design challenges and competitions that call for precision,  speed, power or stamina  b use running, jumping and throwing skills both singly and in combination  c pace themselves in these challenges and competitions. |  |  |
| **Outdoor and adventurous activities**  11 Pupils should be taught to:  a take part in outdoor activity challenges, including following trails, in familiar,  unfamiliar and changing environments  b use a range of orienteering and problem-solving skills  c work with others to meet the challenges. | * take part in outdoor and adventurous activity challenges both individually and within a team |  |